

## Implementation of Internship through Mentoring for Beginning Teachers in Hong Kong: Controversies and Reflections

**LAM Chi Tak**  
**T.W.G.H.s. Lui Yun Choy Memorial College**

**Background:** Beginning Teachers are confronted with numerous challenges especially in their first year of teaching. Without ample induction support, the beginning teachers could merely develop their capacity on their own. Therefore, some nations implement the policy of internship so as to increase effectiveness of the beginning teachers. In Hong Kong, the Advisory Committee on Teacher Education and Qualifications (ACTEQ) introduced the proposal of internship and registration for beginning teachers in 2003; however, the proposal is still not carried out.

**Focus of discussion:** This paper attempts to examine the proposal in an international perspective. In order to understand the direction and design of the proposal in Hong Kong, it is going to identify the proposal through text analysis. In addition, the controversies of the issue will be presented and defended.

**Arguments:** The paper mainly explores the controversies of the internship from four sections, they include, nature of mentoring relationship, workload of mentoring, evaluation of mentoring and prospect of teaching profession. In order to deal with the challenges of induction year, whole-school approach to mentoring is suggested. It is argued that the internship of beginning teachers should be introduced as a way of improving teacher development of Hong Kong at both individual and school levels.

**Conclusion:** By exploring related research, implementation of internship through mentoring for beginning teachers is beneficial to develop teacher effectiveness and school effectiveness. Nevertheless, the proposal should be improved before it is carried out in near future.

**Keywords:** Internship, Beginning Teacher, Mentoring

### 於香港推行師徒式新任教師見習制度：爭議與反思

**背景：**首年入職為新任教師帶來重大衝擊。倘若入職支援不足，新任教師便只有獨自面對困難。有見及此，不少國家實施新任教師的見習制度，以求提升新任教師的效能。二零零三年，師訓與師資諮詢委員會，亦倡議在香港推行新任教師的見習與註冊制度；然而直至目前為止，仍未落實有關政策。

**討論焦點：**本文嘗試借鑒國際經驗，從文獻分析於香港推行新任教師見習制度的方向與重點。此外，探討有關政策衍生的爭議，並且作出釋疑。

**論點：**本文主要從四個層面，探討師徒式新任教師見習制度引起的爭議，包括師徒關係的本質、師徒式的承當、師徒式的評量與教師專業前景。文中建議實施全校參予師徒式，以幫助新入職教師面對衝擊。本文提出師徒式新任教師見習制度對個人層面及學校層面的價值。

**總結：**從有關研究經驗所見，師徒式新任教師見習制度，有助促進教師效能與學校效能。然而，這項計劃仍有待改進之處，不宜急於在香港實施。

**關鍵詞：**見習制度，新任教師，師徒式

### 1 Introduction

In the new millennium, one of the core issues in ongoing worldwide educational reforms is the development of a highly qualified and committed teaching force of “the invention of 21<sup>st</sup> century schools that can educate all children well...” (Darling-

Hammond, 1995:9-10; Cheng & Townsend, 2000). Hong Kong is no exception under this tide of change as a result of globalization (Mok & Chan, 2002). In order to meet the new challenges, certain reforms on teacher education and professional development have been introduced recently (Education Department, 2002; ACTEQ, 2003b). Currently, the

Advisory Committee on Teacher Education and Qualifications (ACTEQ) initiates a new proposal on the internship of beginning teachers (ACTEQ, 2003a; Education Commission, 2003, 2004; Mingpao Daily, 9 Jan 2003; Singtao Daily, 29 May 2003).

This paper attempts to examine the proposal in an international perspective. In order to understand the direction and design of the proposal in Hong Kong, it is going to identify the proposal through text analysis. In addition, the controversies of the issue will be explored and defended. It is argued that the internship of beginning teachers should be introduced as a way of improving teacher development at both individual and school levels. Nevertheless, the proposal should be improved before it is carried out in near future.

## 2 Induction from an international perspective

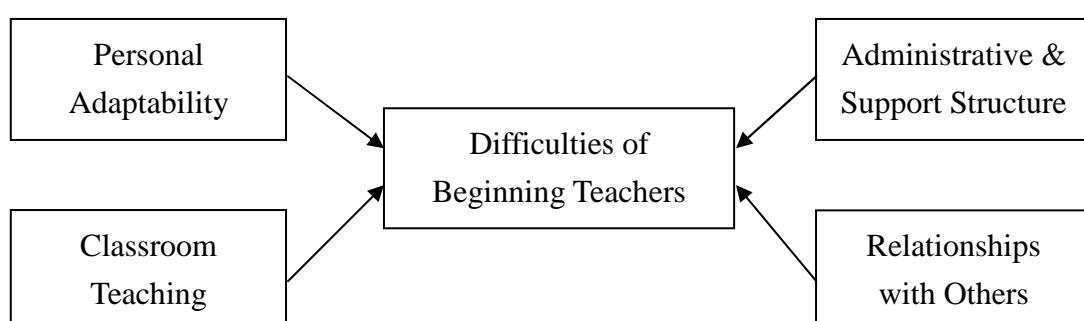
The growing impact of globalization has affected educational development in many parts of the globe. In order to maintain the national competitiveness in the global marketplace, governments across the world have started to review their education

systems and different reform initiatives are introduced in education so as to enhance the global capacity of their citizens. Among diverse educational initiatives, induction of beginning teachers is viewed as an important area of concern in teacher education and professional development (Kestner, 1994).

A considerable amount of studies on exploring the problems and concerns of beginning teachers has been documented (Rogers & Babinski, 2002). It reveals that beginning teachers are confronted with numerous challenges especially in their first year of teaching. Although no two studies have produced precisely the same list of problems and concerns, the literature indicates that the problems of beginners are intrinsic to the teaching profession and to the conditions of the school environment as a work place (Brock, 2001; Gordon & Maxey, 2000).

The sources of difficulties of beginning teachers, in general, include personal adaptability, classroom teaching, administrative and support structure as well as relationships with others as illustrated in Figure 1.

**Figure 1: Sources of Difficulties of Beginning Teacher**



In order to assist new teachers to be professionally competent, induction support is required so as to alleviate their problems (Coleman et.al., 2003).

Recent studies indicate that teacher induction is ranked high priority in education policy of many overseas countries (Bubb et.al., 2002; Educational Research

Service, 2000; Moskowitz et. al., 1997). In the survey conducted by Asia-Pacific Economic Cooperation (APEC), it reveals that many countries recognize the need for extensive teacher induction support during the first year of teaching; therefore, different induction programs and supports are provided (Moskowitz et. al., 1997).

In order to understand the design and practice of internship, the policies of four regions are going to be explored, they include, England, United States, Japan and Taiwan. These regions are selected due to their formal policies of internship and they are similar to the proposal in Hong Kong. Learning from foreign experiences is constructive to initiate the proposal for beginning teachers in Hong Kong.

### 2.1 England

England is a region where a clear policy of internship is implemented. According to “the Teaching and Higher Education Act” enacted in 1998, all newly qualified teachers must complete a statutory induction period (one school year) satisfactory. In the practice of internship, intern teachers are granted with less 10% workload as reflected by teaching timetable. In addition, intern teachers receive monitoring and support from mentors who are also their colleagues. There is an assessment by the school at the end of each of the three terms. After the assessment, those who fail to meet the standards are not allowed to teach in maintained school (Department for Education and Skills, 2003).

According to the requirement that all newly qualified teachers undertake a formal induction period, intern teachers must register with the General Teaching Council (GTC) for England whilst undertaking their induction since its establishment in 2000. When intern teachers successfully complete the induction year, the appropriate body normally the Local Education Authority, or the Independent Schools Council is going to inform the GTC of the pass. The GTC then updates the teacher’s record on the GTC Register of teachers and issues an induction certificate. Suppose any intern teacher fails the induction period, or be granted an extension, the GTC will record this on the register of teachers. In addition, the GTC also acts an appeal body for intern teachers who fail in their induction period (Department for Education and Skills, 2003).

An obvious characteristic of the internship in England is the involvement of GTC that formed by practicing teachers.

### 2.2 United States

Unlike the rigid induction policy implemented in England, the internship policy of United States is rather imprecise since the requirements vary by states. A recent research indicates that 56 percent of public school teachers in their first three years of teaching has participated in a formal beginning teacher support program. These induction programs usually involve mentors working with beginning teachers (Hirsch et.al., 2001).

Apart from induction support, a mechanism of teacher certification is adopted in some states. In general, certified teachers must hold a bachelor degree in the subject to be taught, pass state-required examinations, complete a teacher preparation program and possibly fulfill a supervised teaching internship. In New York, the largest school district in United States, the beginning teachers in their first year of teaching must be mentored, and they must accumulate two years of teaching experience in order to qualify for professional certificate (Coleman et.al., 2003).

### 2.3 Japan

Apart from western regions, Asian regions also formulate the internship policy for beginning teachers. In Japan, certified teachers must hold bachelor degree, pre-service teaching training, pass a qualifying examination. Instead of receiving mentoring before certification, the beginning teachers must be certified before receiving a year of mentoring by their schools (Chen, 2003:21-37). In this respect, the induction of Japanese beginning teachers is a way of professional development rather than assessment or certification.

### 2.4 Taiwan

Similar to other regions with the

practice of internship, Ministry of Education also arranges one year of internship for the induction of beginning teachers in Taiwan. According to the article 8, “Teacher Education Law” enacted in 1994, certified teachers must complete pre-service training with additional one year of mentoring from mentors successfully (Ministry of Education, 1994). Therefore, a year of mentoring becomes a process of certification.

**Figure 2: Different schemes of internship of the four selected regions**

Region	Nature of Internship	Type of Internship
England	Certification	Newly qualified teachers receive mentoring lasted for one school year
United States	Certification	
Japan	Professional development	
Taiwan	Certification	

As indicated by Figure 2, internship can be a way of certification or professional development. Prior to the internship, the beginning teachers in England, United States and Taiwan are not certified. In this respect, the performance of intern teachers must be acceptable in their first year of teaching so that they can be registered and certified. On the other hand, the beginning teachers in Japan are certified before internship; hence, internship is a way of professional development rather than certification.

Despite different nature of internship, the four regions share common concepts in the practice of internship. First of all, internship is formed by one year of mentoring which requires the support from mentors. In addition, they imply that the importance of school-based mentoring in the development of teacher effectiveness.

These international experiences bring insights into the proposal of internship in Hong Kong. Two issues should be addressed, first, the purpose of internship should be clarified as either certification or professional development; second, the value of school-based mentoring requires further investigation so that it can be the focus of internship.

### 3 Learning from international experience

By exploring internship in an international perspective, it reveals that different regions employ various schemes of internship as illustrated in Figure 2.

### 4 The internship in Hong Kong

Hong Kong is no exception under the global tide of improving effectiveness of beginning teachers in their first year of teaching. Although the proposal on the internship and registration of beginning teachers initiated by ACTEQ is still not carried out, its arrangements have been clarified through various channels (ACTEQ, 2003a; Education Commission, 2003, 2004; Mingpao Daily, 9 Jan 2003; Singtao Daily, 29 May 2003). The progress report of Education Commission clearly introduces the proposal as follow:

“ACTEQ is deliberating on a proposal to introduce internship requirement on beginning teachers, who will be given mentoring support throughout the internship period and be required to meet accreditation standards prior to their professional registration”(Education Commission, 2003).

For the arrangements of the internship, it plans to be employment-based, to be applied to all teachers, both trained and untrained, seeking first-time employment. In addition, internship plans to be lasted for a continuous period of no less one academic year within the same school (ACTEQ, 2003a).

The proposal of internship for beginning teachers planned to come into effect from September 2005 (ACTEQ, 2003a). Despite the fact that there is no formal and specific policy document of internship until this moment, the reform issue still deserves examination since internship is an important area of concern on improving both teachers competence and learning effectiveness.

The proposal in Hong Kong is quite similar to the four regions as mentioned. First of all, it is formed by one year of school-based mentoring. Similar to the policies of England, United States and Taiwan, the proposal in Hong Kong is a process of certification. In Hong Kong, all intern teachers are going to be assessed after internship. There is an accreditation consortium external to the schools to assess intern teachers' suitability for teaching, taking into consideration their professional development portfolio and feedback of mentors and school personnel. After the assessment, those who are unsuccessful in gaining accreditation may be allowed a second attempt in the same or another school. If they continue to fail, they will be required to temporarily exit from the profession. To those successfully accredited intern teachers, they may not be invited to continue teaching in the school of their internship though they are considered suitable for teaching elsewhere (ACTEQ, 2003a). In other words, accredited intern teachers must seek for their own employment before and after internship.

The arrangement of the proposal is further elaborated by Prof. Cheng Kai Ming, the Chairman of the ACTEQ. In the press interview, he points out that the assessment of internship should not be based on one examination or unlimited attempts. The assessment aims at ensuring beginning teachers to meet the basic abilities of professional teachers, for example, subject matter knowledge, teaching methods, passion, love and care for student, communication skills etc. (Mingpao Daily, 9 Jan 2003). Furthermore, Prof. Cheng

states that the registered teacher status would not be granted unless intern teachers meet the standards; but he predicts that only 1-3% of them fail to meet the standards. (Singtao Daily, 29 May 2003).

According to the policy discourse of internship in Hong Kong, all beginning teachers are regarded as disqualified. Internship is then a process of certification. In the process of certification, two types of delegitimatization are implied. First, it implies a delegitimatization of teacher training and teacher qualification. Despite the fact that there is a increasing proportion of beginning teachers enters the teaching force with an approved qualification of teacher training (Education and Manpower Bureau, 2004), this kind of qualified teachers must pass through internship successfully so that they can be registered teachers. Similarly, those beginning teachers who have completed language benchmarking also need to pass through internship.

Unlike the policy of internship in other regions, the proposal in Hong Kong implies a delegitimatization of work experience. It is quite surprising that the internship is not merely restricted to those who first enter the teaching force, but to those experienced teachers who are newly employed in another school also need to pass through internship.

Apart from delegitimatization of work experience, professional participation is ignored in the discourse. In a historical context, there is a discourse which a General Teaching Council (GTC) should be established in Hong Kong to monitor the performance of beginning teachers and to carry out teacher registration (Education Commission, 1998; Yu, 2000). Unlike the case of England, the GTC is not established in Hong Kong until present. Therefore, the policy of internship will be managed by the government with an absence of participation from professional bodies.

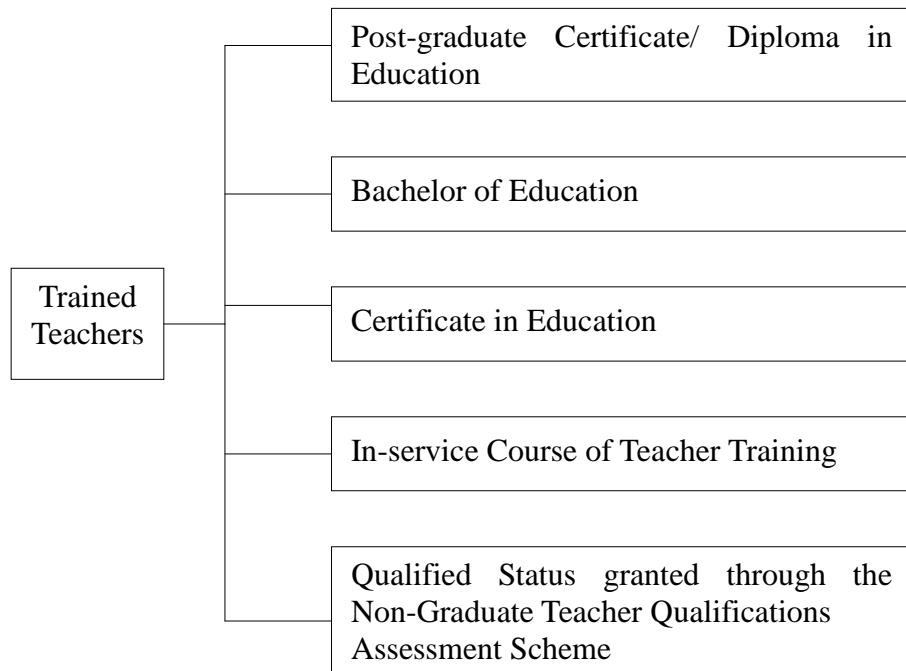
## 5 Searching the base for the proposal of internship in Hong Kong

Despite the details of internship requires more consideration, the suggestion of implementation of internship through mentoring is reasonable in a historical context. As revealed by a considerable amount of studies on the problems of beginning teachers, it demonstrates that the first year of teaching is critical and this is also applicable in the context of Hong Kong (Chan, 2000). Therefore, the professional development of beginning teachers becomes an agenda of the teacher education policy of Hong Kong. This agenda may also be the result of an increasing demand on teachers' professional development. Currently, a series of related educational documents is published such as "Continuing Professional Development for School Excellence: Consultation Paper on Continuing

Professional Development of Principals" in 2002 and "Towards A Learning Profession: the teacher competencies framework and the continuing professional development of teachers" in 2003. It is not a surprise that the reform tide approaches beginning teachers.

Although the teaching profession is increasingly demanding, new entrants can join the profession as untrained teachers in Hong Kong. The staffing establishment of secondary schools includes non-graduate posts and graduate posts. There are both trained and untrained teachers. According to the definition of Education and Manpower Bureau (2004: appendix 4), the term "trained teachers" refers to the teachers who hold one of the following qualifications as indicated in Figure 3.

**Figure 3: Qualification of Trained Teachers in Hong Kong**



There is, however, no requirement in Hong Kong that teachers in secondary schools must be trained. The view that teachers at the secondary level need to be prepared academically by completion of a first university degree, but not professionally trained, has a long history. The government's own report of the education system in 1981 made the point

succinctly:

"The high proportion of untrained teachers (37.9 percent of the total teaching force) is not as alarming as it looks or as critics of the system would have it to be, since this includes untrained graduate teachers who by virtue of their academic qualifications have a sound educational basis for teaching"(Education Department,

1981: 28).

The quality of human resources in education was not of concern until the Education Commission revealed its fifth report in 1992 under the title "The Teaching Profession", and it was "a landmark in seeking improvements in teacher education"(Cooke, 2000: 42). Although the fifth report had nothing to say about the initial training of secondary school graduate teachers in universities, pre-service teacher training has become a long-term goal of teachers' professional development in Hong Kong (Education Commission, 1992).

Despite the fact that a significant proportion of graduates has been entering into the teaching profession with formal pre-service training since 1990's, pre-service training is not a must. After the return of Hong Kong to Chinese sovereignty in 1997., the Chief Executive promised to "require all new teachers to be trained graduates" (Policy Address, 1997: 83). One year later, the Chief Executive insisted on "all new teachers to be trained graduates"(Policy Address, 1998: 94). In late 2002, the Secretary for Education and Manpower, however, claimed that the aim could hardly be achieved in near future (MingPao Daily, 31 October 2002). It means that university graduates can still enter into the profession as untrained teachers.

Apart from flexible policy of pre-service teacher training, the induction provision for beginning teachers in Hong Kong is not satisfactory. Although the fifth report of Education Commission recommended that systematic induction programs should be developed in schools to support and to guide new teachers during the difficult first year (Education Commission, 1992), the sort and scale of school-based induction provision provided in various schools are vary. Several studies reveal that school-based induction is limited and its effectiveness in meeting the needs of beginning teachers has been under criticism (Education Convergence, 1996; Lam, 2003).

Induction provision at system level is

minimal. Induction programs are merely provided for beginning teachers on single day or on a voluntary basis by the Education and Manpower Bureau. It is usually 6 hours for new teachers to teach a subject. In addition, the Hong Kong Teachers' Centre with the subsidy of the government offers an intensive induction course (4 days totally 28 hours) for new teachers in every August. It is disputable that this type of training courses is able to satisfy the needs of beginning teachers as well as school administrators who are responsible for induction.

The proposal of internship in Hong Kong is proposed under particular historical contexts, they include, increasing demand on teaching profession; traditional negligence of induction support. In order to ensure a smooth induction, the proposal of internship should be introduced

## 6 Contemplation on the internship in Hong Kong

It is argued that the proposal of internship should be implemented in Hong Kong as a way of improving teacher development at both individual and school levels. Nevertheless, four controversies are made due to the proposal, they include, nature of mentoring relationship, workload of mentoring, evaluation of mentoring and prospect of teaching profession.

### 6.1 The nature of mentoring relationship

The first criticism of internship is its ineffectiveness because of ambiguous role of intern teachers. When they work under internship, different roles may be perceived by themselves, mentors and colleagues. The possible roles may include learner, teaching staff, privileged teaching staff, mediocre teaching staff etc. The diverse roles as viewed and expected by the stakeholders may affect the effectiveness of internship. Suppose that intern teachers regard themselves as learners while their colleagues regard them as inferior teaching staff, this kind of different expectations may

hinder collaboration. Intern teachers should not only be supported by mentors, they should get full support from all colleagues during internship.

The advantage of mentoring is disputable since it depends on full participation of mentors and intern teachers. If both of them give contribution sincerely, they may be gained from the relationship; otherwise, it is just a forced, superficial and unproductive mentoring relationship (Bubb et. al. 2002). Therefore, internship may be too idealistic since it is hard to guarantee an enthusiastic and attentive commitment lasting for the whole period.

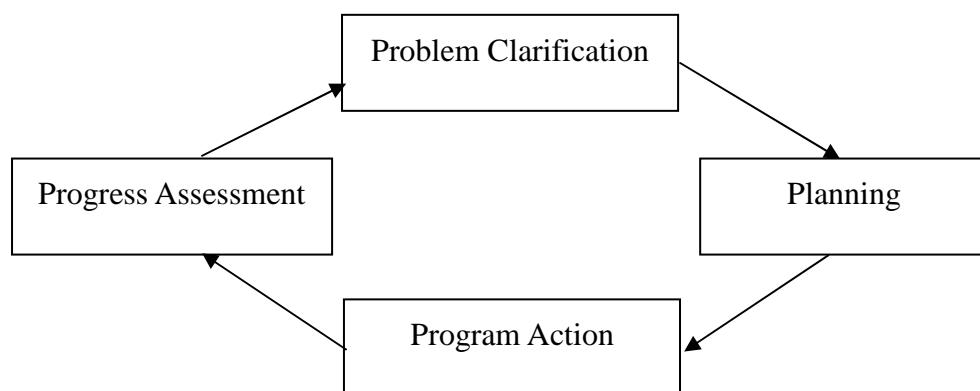
As superficial mentoring may result due to contradictory expectation and involvement of mentors and intern teachers, mentoring relationship should be carefully planned. The positive relationship between mentors and mentees is the heart of a supportive process (Freedman, 1993). There are various types of matching, for example, geographical proximity (proximity of seating) and occupational proximity

(similarity of duties). One important point to note is that a successful mentoring relationship requires common belief of both parties (Gehrke, 1988). It is wise to ask, are these two professionals suited to work together within such a specialized and demanding relationship?

The selection and training of mentors is a crucial part of mentoring. Successful mentoring behavior can be taught (Wolfe, 1992). Mentors should receive an ongoing program on effective mentoring. The topics of training such as active listening techniques, communication skills, effective teaching, supervision and coaching, conflict resolution, problem-solving skill etc, are often included in the training of mentors (Gordon & Maxey, 2000).

Without careful planning and implementation, any mentoring program will be ineffective and destined to fail (Haensly, 1990). Therefore, mentoring as a key part of internship, should be based on a process of reflection as illustrated in Figure 4.

**Figure 4: 4P Model of Reflection (Chung & Lee, 2002: 37)**



As revealed by the figure, problem clarification, planning, program action and progress assessment are four main components of any effective mentoring and internship.

## 6.2 The workload of mentoring

The second criticism is that internship gives an extra burden to the schools at different levels. In order to enhance the effectiveness of mentoring, mentors are

expected to highly involve in the relationship. Thus, the workload of mentors is intensified. Not only mentors are affected by internship, but also other colleagues are affected by internship since they are expected to offer support to intern teachers. Furthermore, certain concessions are usually granted to intern teachers, for example, less 10% teaching workload, school administration is thus affected.

Although internship gives a burden to

the schools, this is a worthwhile burden. In order to take the social responsibility of teachers and schools, internship encourages sharing knowledge and experience between mentors and intern teachers. The teaching workforce is then strengthened. In addition, proper selection and adequate training of mentors can reduce the workload, and it can bring pleasure and satisfaction to the schools and intern teachers. Mentors should not work alone and they should get support from the schools and various institutions.

In practice of internship, principal plays a crucial role. Literature supports the critical role of principal leadership to staff development and school improvement (Caldwell & Spinks, 1992; Cheng, 1994). The administrators can establish the management mechanism based on the technology of school development planning, strategic management and school monitoring, from which the problems and conflicts in implementing induction program are readily identified and reduced. The school principal's support to the staff is a prerequisite to such an effort as supportive and responsive actions are essentials to maintain the morale of the teachers and the momentum of change. Effective induction provision needs to be blessed with a genuine support and commitment to goals of induction by the principal. With the support of principal, the status and significance of induction program can be upgraded.

### 6.3 The evaluation of mentoring

The third criticism of internship is its low value. As predicted by the Chairman of the ACTEQ, only 1-3% of intern teachers fail to meet the standards of internship after the period (Singtao Daily, 29 May 2003). The high percentage of passing rate may fail to select the candidates suitable for contributing in the teaching force. Therefore, the low value of internship is being criticized.

It is a matter of debate whether internship should be introduced as a way of acquiring professional development or

selecting very few talented candidates for entering teaching profession. As a kind of education, internship through mentoring is not simply a mechanic control. Education has the function of enlightenment, providing critical and creative styles of behavior and thinking patterns (Dewey, 1904). Similar to the ideal goal of education, internship should be able to nurture creativity and multiplicity instead of maintaining status quo.

In order to develop creativity and multiplicity in the teaching profession, more devoted aspirants should be accepted. Therefore, internship should not be a gate to block the aspirants from entering the teaching profession. In this respect, internship should provide a platform for beginning teachers to learn, to reflect and to improve during their induction year.

### 6.4 The prospect of teaching profession

The fourth criticism of internship is the lack of central allocation of employment. In this respect, beginning teachers must seek the employment by themselves before starting internship. Some may worry that it is difficult for beginning teachers to start their internship since the limited teaching positions. Currently, there are increasingly surplus teachers in both primary and secondary schools due to shrinking classes. In addition to a keen competition in labour market, It is worried that principals are unwilling to employ beginning teachers.

Although there is a keen competition in labour market, it is still possible for beginning teachers to get employment and start their internship. Instead of offering financial allowance, the support from government and teacher education institutions is a factor to encourage more schools to participate internship. Research reveals that university-school collaboration or partnership provides positive experience for prospective teachers to fit the requirements (Clark, 1999).

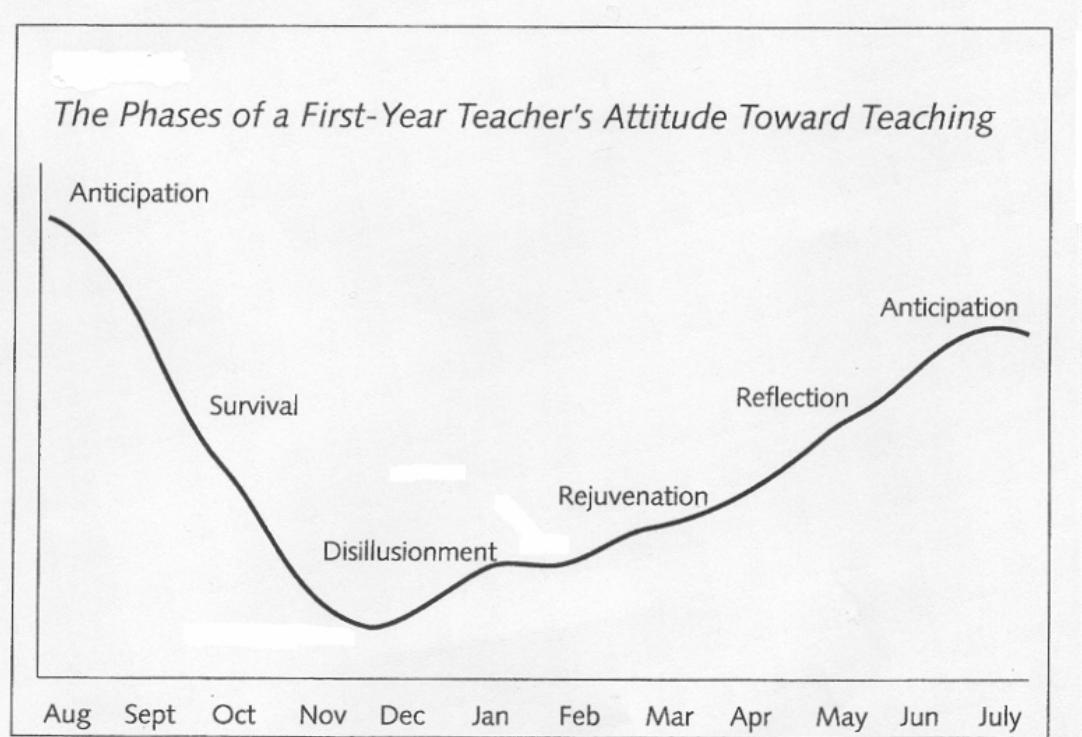
### 6.5 The challenges of induction year

The first year of teaching is critical to

beginning teachers. Substantial studies try to explore the stages of the first year

(Chan, 1993; Moir, 1999). A summary of the stages is illustrated in figure 5.

**Figure 5: The phase of a first year teacher's attitude toward teaching (Moir,1999)**



As exhibited in Figure 5, Moir (1999) proposes a six-levels model indicating psychological changes of beginning teachers in their first year of teaching. In the phase of anticipation, teachers tend to romanticize the role of the teacher. Teachers at survival phase are bombarded with a variety of problems and situation they had not anticipated. Teachers at disillusionment phase are weak in morale where they question their commitment and competence. In the phase of rejuvenation, teachers accept the realities of teaching where they have more confidence and better coping skills to manage problems. Teachers at reflection phase reflect back over the year. They then think about the changes and the plan for the following year (Moir, 1999).

Different scholars hold various views on the number and the characteristic of stages of beginning teachers' first year. Nevertheless, they tend to accept that beginning teachers are growing up from anxiety into confidence, from frustration into stabilization. In this phase of

transformation, it is not easy for beginning teachers to ask other teachers for help because the cellular organization of schools constrains the amount and type of interchange of idea (Lortie, 1975). The situation is unfavorable for beginners to receive ongoing direction and assistance from experienced colleagues.

Beginning teachers have to solve problems, consider alternative solutions, make a decision, and assess the outcome of their performance on their own. That means they have to learn to swim quickly; otherwise, they will sink. To do so, a mentality of survival is likely to be developed (Bush, 1983). In order to help beginning teachers to survive and to develop in the profession, internship through mentoring is required to ensure a successful induction.

#### 6.6 Whole-school approach to mentoring

Internship through mentoring is beneficial for beginning teachers to be successful during induction. Substantial

studies indicate that mentoring is an effective induction provision (Hessinger, 1998; Norbeck, 1999; Weedy, 2001). Anderson and Shannon (1988) proposes a classical definition of mentoring as follows:

"A nurturing in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the contexts of an ongoing, caring relationship between the mentor and the protégé" (Anderson & Shannon, 1988: 39).

In addition, a mentor's role can also be coach, nurturer, trainer, leader, talent-developer and opener-of-doors (Sullivan, 1992). With the support of mentors, beginning teachers receive assistance to help them to overcome the challenges in their first year of teaching.

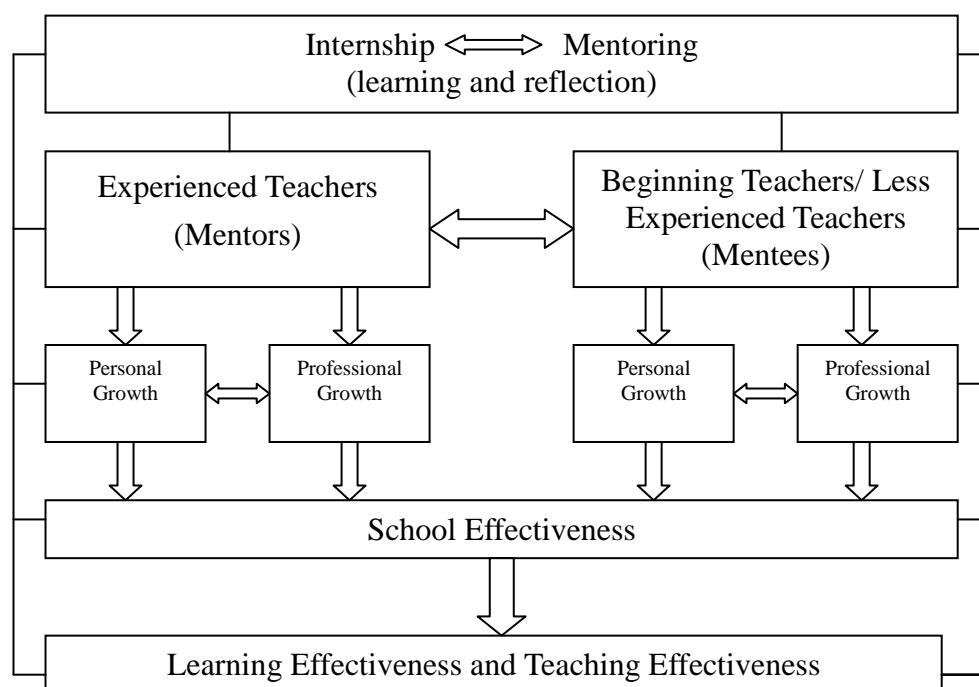
In practice of internship by the form of mentoring, a learning and cooperative atmosphere should be fostered in the schools. The role of teachers in charge of induction and principals is crucial. They

should convince mentors and other members of the schools that internship is not merely beneficial to the career of beginning teachers. Mentors and other members of the school can also be gained from internship.

The mentoring relationship of internship between two people is a starting point. Internship should not be restricted to the involvement of beginning teachers, organizers and mentor teachers. In the research of Bubb et. al. (2002), it reveals that whole-school involvement in mentoring during the induction year is highly beneficial to both beginning teachers and experienced teachers. In this respect, whole-school approach to internship can be adopted since mentoring can be used as a strategy for staff development where all members of the school are involved (Kelly et.al., 1992).

In application of whole-school approach to mentoring as a strategy of internship as well as staff development, different stakeholders can be gained from it. The benefit of whole-school approach to mentoring can be illustrated in Figure 6.

**Figure 6: The benefit of whole-school approach to mentoring**

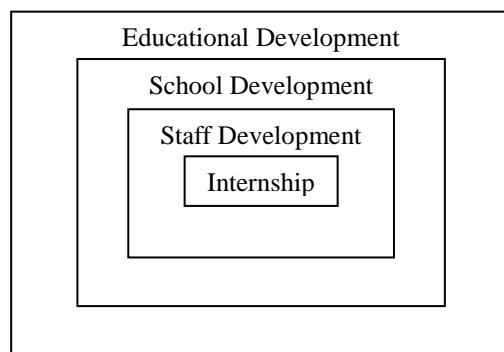


As illustrated by Figure 6, learning and reflection are two essences of internship through whole-school approach to mentoring. Mentoring not only does provide an opportunity for beginning teachers to learn from and to be guided by mentors, but also does provide an opportunity for mentors to learn and to reflect through their relationship with mentees (Killion, 1990). In the process of mentoring, mentors and beginning teachers are reciprocal in personal and professional growth. Similarly, this model can also apply to other teachers in the school where experienced teachers and less experienced teachers can be paired up to form mentoring relationship. As all teachers are improving through mentoring, three main components of education including school effectiveness, teacher effectiveness and students' learning effectiveness can be enhanced.

In practice of internship, a collaborative culture is generated from peer coaching of two people to entire school community. In this respect, internship should be a concern of all members in the schools. As peer learning and sharing becomes the preference of the members, a learning community is accomplished (Sergiovanni, 1995). Under such school culture, internship is implemented with consistency and efficiency. As a result, induction is beneficial to the professional development of both beginning teachers and all other members.

As teachers are pillars of education, internship is crucial to develop the effectiveness of beginning teachers. The quality of internship affects staff development, school development and educational development in respectively as illustrated in Figure 7.

**Figure 7. Four Contexts of Professional Development**



## 7 Conclusion

With the impact of globalization, the proposal of internship for beginning teachers in Hong Kong is initiated from international experiences. There is an extensive literature reveals the benefit of implementation of internship through mentoring for beginning teachers to be successful in their first year of teaching. Nevertheless, the proposal of internship in Hong Kong is quite different from other regions in two ways:

1. It implies a delegitimatization of work experience.

2. It neglects the professional participation from a General Teaching Council.

As the proposal is still not into practice, the government should explore these two issues. It will be appreciated if prior work experience and professional participation can be considered in implementation of internship through mentoring.

Implementation of internship through mentoring is constructive but it is merely a starting point. It is widely accepted by teacher educators that teacher education should be a lifelong process rather than being limited to a relatively short period of teaching journey (Day, 1999). After

completion of internship, registered teachers should be in pursuit of in-service and continuous professional development to meet the challenges during their career cycle (Fessler & Christensen, 1992). Such concept of career cycle should be included in the proposal of internship.

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Author

LAM Chi Tak  
Teacher of T.W.G.H.s. Lui Yun Choy Memorial College  
Email: ctlam@hkstar.com

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